



MEOLS COP HIGH SCHOOL

Southport
Learning
Trust



RECRUITMENT PACK

TEACHER OF SPANISH
MATERNITY COVER

ABOUT US

Meols Cop High School is in the heart beat of Southport and plays an integral part within the local community. We prioritise more than just academic achievement; we instil a profound sense of values and ethics in all our students, as part of our school motto '**Brokering Aspirations**'. Anchored by its four foundational pillars: **Academic Excellence**, **Values Driven**, **Professional Standards**, and **Skills and Experiences**, Meols Cop fosters a holistic learning environment that prepares students for future success.

Meols Cop is a successful school at the heart of the local community. We are committed to providing stimulating, challenging and engaging learning experiences for our students and invest heavily in professional development as we believe 'Teacher improvement is school improvement'. Meols Cop High School will offer you extensive career development and bespoke CPD opportunities. Staff are specialists in their areas with strong links to Maths Hubs work, STEM and Research school training programmes. Moreover, we are keen to ensure the wellbeing of our staff, and our Workload Charter highlights our commitment to this.

At Meols Cop we celebrate and support collaboration with local businesses, charities and community groups within the local area, creating meaningful partnerships that benefit both our students and the broader community. We believe that instilling values such as honesty, empathy, respect, and resilience is essential for students to succeed not just academically but also in their personal and professional lives.

At Meols Cop we are committed to ensuring that our young people have the skills, qualifications and characteristics to lead a successful life. We provide a curriculum that will challenge them academically, that will allow them to develop as citizens of the world and to undertake experiences that will allow them to explore passions and make informed choices about their futures. The successful candidate will take a lead role in making this become a reality through developing a culture amongst our staff and students of high expectations and high standards.

We would encourage you to look at our website, performance tables and OFSTED reports to ensure that Meols Cop High School is a school that you feel would be suitable for your professional development.

Meols Cop High School is part of Southport Learning Trust and benefits of working within the Trust include access to Merseyside Pension Fund, a cycle to work scheme and a private health and wellbeing service. In addition, as part of Sefton's admissions policy children of staff where the member of staff has been employed at a school within the Southport Learning Trust for two or more years at the time at which the admission application for the school is made, their children will be considered for a priority placement at Meols Cop High School.

Reasons why you may wish to join our Meols Cop High School learning community:

- We are an oversubscribed school where staff are valued, supported, and allowed to develop, encouraged to innovate and given every opportunity to enjoy their teaching and share ideas across the curriculum. Our increasing numbers have meant that we are able to employ extra teachers and expand our curriculum.
- All staff experience extensive professional development opportunities. If you are an ECT, you will be given a subject mentor, SLT mentor and be offered a range of in-house coaching and CPD opportunities.
- You may be a learning tutor responsible for the welfare and progress of approximately 25 students. We work amazingly hard to support our students. They are our greatest resource.
- We are passionate about staff wellbeing and take steps to ensure that staff are supported in reducing their workload through our Workload Charter. This is through centralised detentions, collaborative department planning, limited data collection, a sensible marking policy and opportunities for staff voice.
- Through our Meols Cop Principles of Teaching, we have a clear approach emphasis on evidence informed practice to ensure students get the best possible outcomes.

Meols Cop High school is a truly special place to work. Please don't just take our word for it - interested applicants are strongly encouraged to visit us, meet our team and most importantly, get to know our incredible students. To organise a tour ahead of application, please contact PA to the leadership team, Miss Sarah Lightbown on recruitment@meolscop.co.uk



Martin Davis
Headteacher



In our Spanish department, every person's opinion counts and is valued. Student voice is encouraged and listened to which improves and shapes our teaching and learning.

Departmentally our staff have a passion to provide students with a desire to want to learn more, and build an enthusiasm for learning not only the Spanish language but also an understanding of the cultures and customs associated with life in the Spanish speaking world.

KS3 Spanish equips students with the skills and vocabulary to be able to confidently communicate, asking and answering questions whilst engaging in extended conversations. Students build up these skills through the use of sentence builders and topic specific workbooks, following the EPI method of teaching.

KS4 builds on the foundation knowledge gained at KS3 following the Edexcel specification. It develops and strengthens students communication skills through more advanced and authentic resources, whilst encouraging the use of more complex vocabulary and structures. We have an ever-changing, fully resourced SOW within the department which is easily adaptable to meet the needs of all students, we constantly strive to provide the very best educational experiences that will ensure every student's success, whatever their individual educational needs.

We also aim to provide extracurricular opportunities for all with our whole school European day of languages celebrations, links to exchange students from the local international language school and an annual trip to Spain.

4 essential skills that you will need if you are a successful applicant and that we will look for in your application and interview are:

- We want our teachers to challenge our students in lessons so that they make progress beyond their targets and aspire to achieve new, and possibly unexpected, levels of potential.
- Our students need to be interactive learners, given responsibility for their own learning progress and self-assessment. Can you motivate them to achieve this?
- We have a rich and varied community of learners with specialist bases for aspergers' students and dyslexic students. Can you plan lessons and offer pastoral care that allow all students to achieve?
- Our students will interview successful applicants and watch them teach. They tell us that they like caring, friendly, fun teachers who are firm but fair, who make their lessons interactive and exciting, who will help them if needed with oral and written feedback BUT most of all they like people who seem genuinely interested in them and their school! Could that be you?

5 vital pieces of information about the Spanish department that the staff would like you to know:

- You will be expected to teach Spanish in both key stages. We begin our GCSE courses in Year 10.
- We expect you to be familiar with and be aware of the most recent subject developments and innovative teaching. You will have the highest expectations of our students and your teaching will support student progression to sustain and improve our current results.
- You will have access to a classroom with an interactive whiteboard and access to the ICT resources, including student laptops.
- You will have the support and encouragement of your department colleagues but will also be able to access all areas of support available via our cross-curricular CPD inset.
- We have a Behaviour for Learning system that will allow you to teach and the students to learn. We want you to enjoy working with our staff and students. Your professional development matters to us.



VALUES DRIVEN

BROKERING ASPIRATIONS

Meols Cop students will be given opportunities to explore, experience and engage with opportunities to embed values that will positively impact our community and develop them as citizens of the world.



PROFESSIONAL STANDARDS

BROKERING ASPIRATIONS

The Meols Cop school community will adopt a professional standards model that will maximise learning opportunities and prepare students for success in the world beyond school.



SKILLS & EXPERIENCES

BROKERING ASPIRATIONS

Meols Cop students will have access to life changing experiences, developing passions and skills which will allow them to broker their aspirations.

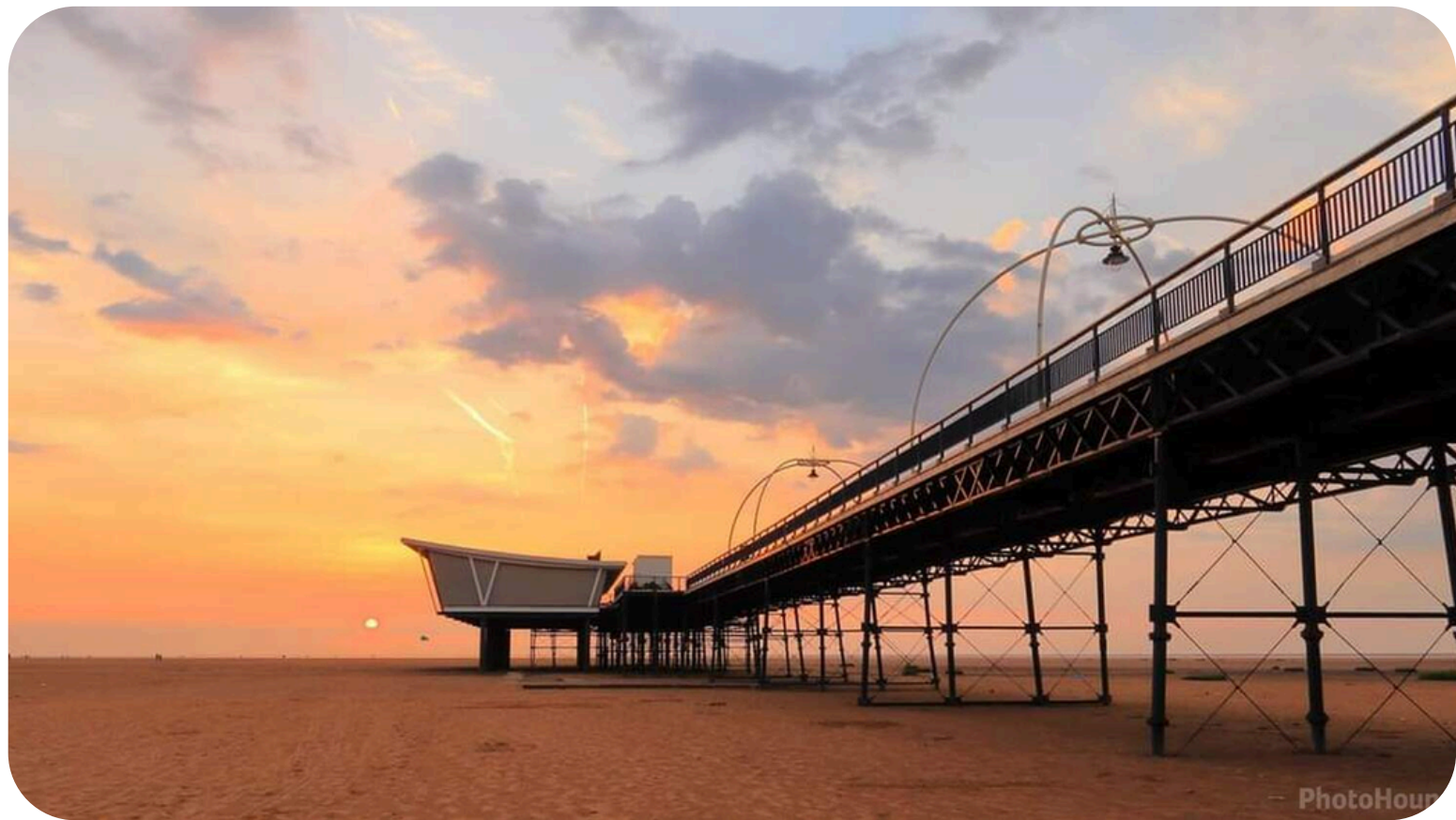


ACADEMIC EXCELLENCE

BROKERING ASPIRATIONS

Meols Cop students will experience the highest quality of teaching and learning driven by evidence-informed practice.





Beautiful coastline: Sandy beaches and long promenade provide plenty of opportunities for relaxation and outdoor activities.

Affordable property: Compared to larger cities Southport offers more affordable property prices

Victorian Architecture: The town boasts a wealth of historic buildings, giving it a unique charm and character.

Green Spaces: Southport is home to a number of beautiful parks and gardens including the Botanic Gardens and Victoria Park

Proximity to major cities: easy access to nearby cities such as Liverpool and Manchester, making it convenient for work or more urban entertainment.

Health & Wellbeing The coastal environment is often associated with a better quality of life, including fresher air, lower stress levels, and opportunities for outdoor fitness activities. The beach, parks, and overall tranquil setting contribute to a healthier lifestyle.

Community: The town has a strong sense of community, with various events and festivals throughout the year, such as the Southport Flower Show and Air Show. It's a family-friendly place with good schools and activities for children.

EMPLOYEE BENEFITS INCLUDE:

Continuous Professional Development and Learning:

At Southport Learning Trust, continuous professional development (CPD) and learning are integral to enhancing a culture of growth and excellence. We will support your career aspirations and support you to thrive in your role.

Generous Pension:

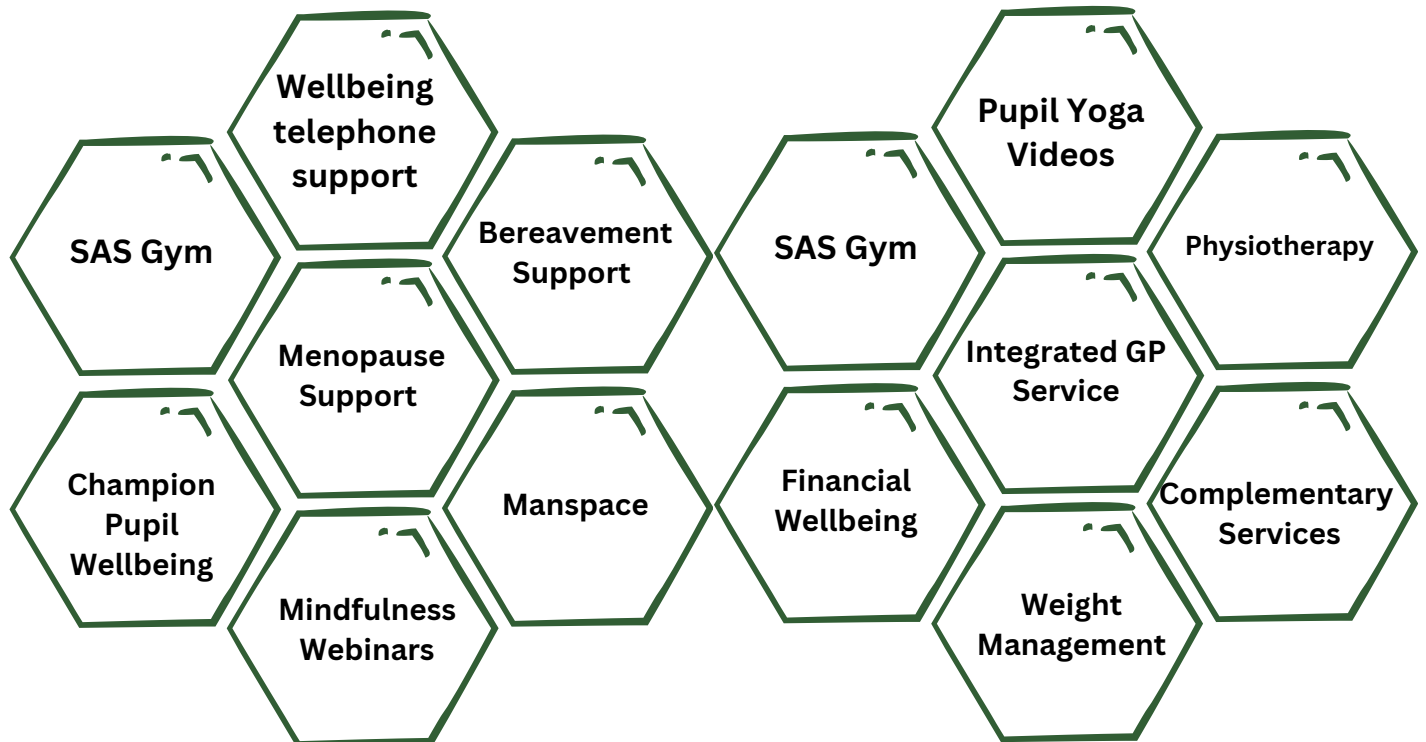
Employees benefit from a generous pension scheme, with Southport Learning Trust offering a competitive contribution, ensuring that staff are well-supported in planning for their retirement. We are part of the Teachers' Pension Scheme for teaching staff and Merseyside Pension Fund for support staff.

Cycle to work scheme:

At Southport Learning Trust, the Cycle to Work Scheme offers employees a fantastic opportunity to promote healthier lifestyles while saving money. Through the scheme, staff can purchase a bike and cycling equipment tax-free, making it more affordable to commute to work sustainably.

Collaborative Working:

Collaborative working is at the heart of its culture, offering employees the opportunity to thrive in a supportive, team-oriented environment. By working together across schools and departments, staff can share expertise, best practices, and innovative ideas, enhancing both personal and professional development.





APPLICATIONS

CONTRACT: FULL TIME, MATERNITY COVER

CLOSING DATE: TUESDAY 6TH JANUARY 2026

INTERVIEW DATE: MUTUALLY CONVENIENT TIME

START DATE: 23RD FEBRUARY 2026

GRADE: MPS / UPS - SUITABLE FOR NQT

PLEASE SEND APPLICATIONS TO RECRUITMENT@MEOLSCOP.CO.UK

CVs will not be considered

Enclosed in this pack is:

The job description and person specification for the role. Please use these to complete the application form for this post, setting out how you meet the criteria of the post. Please ensure that you complete the application form fully and do not leave any gaps in your career history.

An equal opportunity monitoring form which is enclosed with the application form. Please note the information on this form is used for monitoring purposes only and will not be seen by the shortlisting panel.

Our Recruitment Privacy Notice can be found on the school website, which sets out how we will gather, process and hold personal data of individuals as part of this recruitment process. If you are not shortlisted or appointed, then your information will only be retained by us for 6 months from the shortlisting date.

PERSON SPECIFICATION

Classroom teacher skills, experience and professional qualities and knowledge
(to be addressed in your letter of application and followed up at interview)

| Essential | Desirable |
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| <p><u>Personal qualities</u></p> <ul style="list-style-type: none">• Team worker able to collaborate, contribute and share• Strong interpersonal and communication skills• Able to analyse, evaluate and improve own performance by participating in continuing professional development• Able to work independently and demonstrate initiative and as a member of team• Open minded and responsive to change• A positive and enthusiastic attitude• Effective organisational skills• High expectations which inspire, motivate and challenge• Make a positive contribution to the wider life and ethos of the school | <p><u>Personal qualities</u></p> <ul style="list-style-type: none">• Experience of team teaching or collaborative approach• Experience of extra-curricular subject specific clubs |
| <p><u>Subject/learning and teaching</u></p> <ul style="list-style-type: none">• Dynamic and passionate Spanish Teacher• Good honours subject specific degree and qualified teacher status• Adaptation of teaching, learning and assessment to respond to the strengths and needs of all students• Knowledge of present and future subject developments• Outstanding teacher placement/observation• Knowledge of history curriculum design and implementation• Promotion of and accountability for students' progress and assessment | <p><u>Knowledge and Understanding</u></p> <ul style="list-style-type: none">• Use of data for intervention and the ability to measure its impact• Awareness of the needs of SEND students,• Member of subject organisation or learning and teaching group• Experience in designing and supporting the planning of a KS3 curriculum |
| <p><u>Whole curriculum</u></p> <ul style="list-style-type: none">• Up to date knowledge of the latest educational research• Contribute to whole school initiatives outside of your subject and incorporate them into your teaching e.g. research• Pro-active learning tutor and member of duty team• Committed to the vision of our learning community | <p><u>Whole curriculum</u></p> <ul style="list-style-type: none">• Knowledge of Prevent, SMSC and British Values• Willingness to encourage student voice and parental engagement activities• Willingness to offer extra-curricular support and activities |

Classroom teacher skills, experience and professional qualities and knowledge
(to be addressed in your letter of application and followed up at interview)

JOB DESCRIPTION

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| Supporting our vision: | <ul style="list-style-type: none"> • To devise, implement and deliver an inclusive and appropriate curriculum for all of our students to raise their aspirations and prepare them to make a valuable contribution to their future community. • To monitor, support and demonstrate care about the overall progress and development of students as a Teacher/ Learning Tutor. • To facilitate and encourage, with the support of your colleagues in your curriculum area and whole school, and encourage a learning experience which provides all types and abilities of student with the opportunity to engage in learning and achieve their individual potential. • To contribute to raising standards of student attainment. • To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth. • To assist in creating a school environment with high learning expectations and an outstanding care and guidance of, and for, each other. |
| Supported by: | Subject leader |
| Supported to: | Deliver outstanding learning experiences and life opportunities |
| Work expectations: | Full time post. 1265 hours a year |
| Grade: | TMS |
| Disclosure level: | Enhanced |
| Collaborative role in your curriculum areas [s] | <ul style="list-style-type: none"> • To be actively involved in, and to make a full contribution to; the development of appropriate syllabuses, resources, schemes of learning, home-learning, assessment policies and learning and teaching strategies. • To play a fully informed professional role in the self assessment procedures of the curriculum area and the development of agreed targets. • To be fully prepared for directed time meetings and inset within the curriculum area • To be actively involved in extracurricular history clubs |
| Collaborative role in your school: | <ul style="list-style-type: none"> • To be fully prepared for directed time meetings and inset within the whole school area, and for meetings/training when representing the school at external venues. • To contribute to whole school innovation and initiatives at the planning, implementation and evaluation stages. • To articulate your personal views, those of your curriculum area and subject new pedagogical development and relate these to the changing needs and aspirations of our students and stakeholders. • To contribute honestly and accurately to whole school self evaluation, intervention and developmental processes. • To adhere to, and be aware of, all school policies and procedure. |

JOB DESCRIPTION

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| <p>Personal effectiveness and professional development:</p> | <ul style="list-style-type: none"> • To benefit fully, in terms of professional development by participating fully in the school's staff development programme and by actively seeking relevant training and advice, for your present and future perceived needs. • To continue personal development in the relevant areas including; subject pedagogy, educational research, leadership, student support initiatives and all issues that will develop outstanding professional skills. • To engage actively in the Performance Management Review Cycle taking responsibility for the successful completion of your targets. • To ensure the effective/efficient deployment of classroom support by sharing learning plans and intended outcomes with the LSA. • To effectively participate as a member of any designated team and to contribute positively to effective working relations within the school. • To be self reflective, willing to share ideas and resources and adopt good practice so that your own and your colleagues' effectiveness can best benefit the learning and development of our students. |
| <p>Assessment and intervention</p> | <ul style="list-style-type: none"> • To maintain appropriate records as per the school marking and assessment policy and to provide relevant, accurate and up-to-date information that can be accessed immediately. • To complete the relevant documentation to assist in the tracking of students' progress and subsequent intervention. • To track student progress and use assessment data to plan appropriate personalised lesson plans. • To be responsible for student under-achievement in your classes; the identification of the under-achievement and the planned intervention response. • To utilise available national and school data to evaluate student progress and your own effectiveness. |
| <p>Parental Engagement</p> | <ul style="list-style-type: none"> • To communicate effectively with the parents/carers of students as appropriate. • To communicate and co-operate with external agencies supporting our students and their families. • To follow agreed systems for communications in the school. • To complete student reports on an annual basis following school guidelines on reporting. • To take part in Parents Evenings (outside of contracted days where required) being fully prepared to provide personalised information and intervention strategies that include all concerned. • To promote a positive and welcoming image of the school through activities such as Open Evenings, Parents Evenings, Information Evenings, and extra-curricular events. |
| <p>Value for money and safety</p> | <ul style="list-style-type: none"> • To contribute to the process of the ordering and allocation of equipment and materials. • To prepare materials and resources for lessons utilising non-teaching staff. • To assist the Line Manager in identifying resource needs and to contribute to the efficient/effective use of physical resources • To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School, subject area and the students. • To maintain a positive, safe environment that supports learning in which students feel secure and confident. |

JOB DESCRIPTION

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| <p>Care and guidance</p> | <ul style="list-style-type: none"> • To be an informed and caring Learning Tutor to an assigned group of students. • To ensure that tutor group activities are delivered in line with the weekly programme • To promote the general progress and well-being of individual students and of the tutor group as a whole. • To retain an overview of the subject progress of all the assigned group of students and to encourage as necessary. • To oversee the welfare of the assigned group of students. • To recognise the achievements of each individual in school and out of school. • To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life. • To contribute to the preparation of action plans, progress reports and annual reports. • To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved. • To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff. • To monitor and support individuals on report and target cards. |
| <p>Classroom skills and expectations</p> | <ul style="list-style-type: none"> • To plan effectively using the school lesson observation criteria as a guideline. • To assess, record and report on the attendance, progress, attitude, behaviour, development and attainment of students and to keep such records as are required. • To ensure that all students are aware of the grades/levels they are currently working at, the skills required to achieve that level, their target level or aspirational level and the skill development needed to attain [or exceed] their target • To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students. • To ensure that literacy across the curriculum, whole school themes and agreed whole school and departmental foci are reflected in the learning experience of students. • To undertake a designated scheme of learning and modify to suit the specific class. • To ensure a high quality learning experience based on acknowledged good practice based on discussed and agreed school approaches and Ofsted subject guidance. • To contribute to Suspended Timetable activities. • To research, prepare, update and share subject materials. • To use a variety of delivery methods, including new technology, which will engage students and meet demands of the relevant syllabus and online learning • To ensure that arrangements for students, with due regard for IEPs, are in place. • To set high expectations for students' behaviour through well focused teaching and through positive and productive relationships. • To operate, in a balanced manner, the school BFL system and send the relevant data to the manager for Reflection • To provide the Examinations Officer with clearly identified entries for examinations and to give dates and names for specific modules/unit tests/coursework. • To undertake assessment of students as requested by external examination bodies, departmental and school procedures. • To assess, grade and give written/verbal subject specific feedback as required, according to the school policy. To use features of Assessment For Learning regularly allowing the students to become personally responsible for the assessment and monitoring of their own progress. • To build into the assessment system the opportunities for self/peer reflection and checking. • To follow the School's Code of Conduct for working with students. • To ensure that home-learning is set at the appropriate time, that it has a student friendly set of instructions and level guide and that it is marked promptly with subject specific feed-back given. |

JOB DESCRIPTION

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| Staff expectations | <ul style="list-style-type: none">• To participate fully in the activities of Meols Cop High School, to support its distinctive vision and ethos and to encourage all staff and students to follow this example.• To behave, dress and act as a positive role model and representative of Meols Cop High School in all situations when liaising with stakeholders and community representatives.• To treat each other courteously and professionally, to take and seek advice and to always be supportive and aware of the needs of colleagues.• To support the school in meeting its legal requirements for collective worship.• To actively engage in personal development as agreed.• To comply with the school's Health and Safety policy and undertake risk assessments as appropriate. |
| Individual needs | <p>This is not a comprehensive list of all tasks which may be required of the post-holder. It is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade.</p> <p>Other reasonably similar duties may be allocated from time to time in line with the general character of the post and its grading.</p> <p>The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.</p> <p>This job description is current at the date shown, but following consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job which are commensurate with the salary and job title.</p> |
| Special Conditions | <p>This post is exempt from the Rehabilitation of Offenders Act 1974. All teachers must have Enhanced CRB disclosure.</p> |

We are committed to promoting the safeguarding and welfare of children and young people and expect staff all staff and volunteers to share this commitment.



Meols Cop High School,
Southport, PR8 6JS



www.meolscophighschool.co.uk



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@MeolsCopHighSchool



enquiries@meolscop.co.uk



**EMPOWERING OUR COMMUNITIES TO POSITIVELY
IMPACT THE WORLD**